



Laura Terrill  
August 2014

Performance Toward Proficiency:  
Familiarization with Proficiency Levels

# lauraterrill.wikispaces.com

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Home

- AATSP - Coquí
- Authentic Materials
- Career-Education-Right to Education
- Civility
- Consumerism
- Content-Rich Units
- Environment
- Food - Hunger
- Responsibility
- Shelter-Housing

edit navigation




## Presentations

**Laura Terrill**

email: [lterrill@actfl.org](mailto:lterrill@actfl.org)  
 pinterest: [lauraterrill](#)

**Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design:**  
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

**OFLA**  
 April 2014

Keynote	 <b>Keynote - Enabling the Future.pptx.pdf</b> <a href="#">Details</a> <a href="#">Download</a> 3 MB
Assessing for Learning Key Slides	 <b>Ohio handout.pptx.pdf</b> <a href="#">Details</a> <a href="#">Download</a> 10 MB
Assessing for Learning Handout	 <b>Ohio Assessing for Learning Handout.docx</b>

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## <http://lauraterrill.wikispaces.com/Authentic+Materials>

### ☆ Authentic Materials

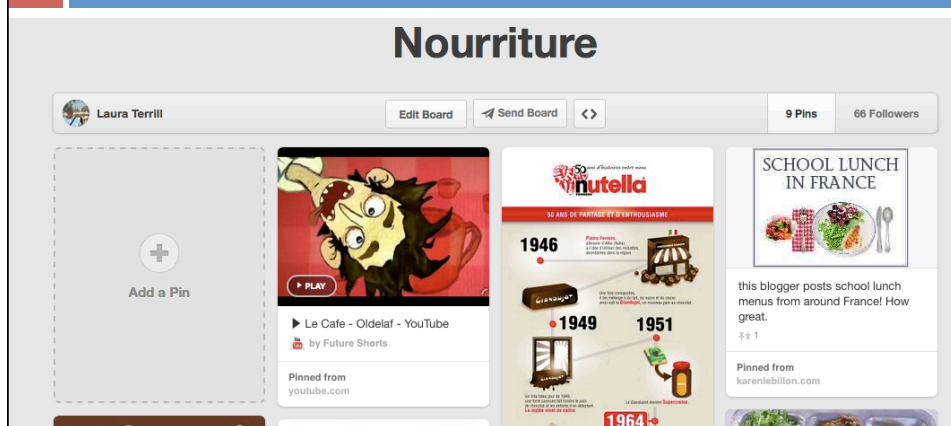
**Authentic Resources - Websites for a variety of materials**

**All Languages**

ACTFL WebWatch – What's Online for Foreign Language Educators	<a href="http://www.actfl.org/publications/the-la-watch-online-archive?pageid=4446">http://www.actfl.org/publications/the-la-watch-online-archive?pageid=4446</a>
Merlot World Language Portal	<a href="http://worldlanguages.merlot.org">http://worldlanguages.merlot.org</a>
NCLRC – Culture Club	<a href="http://www.nclrc.org/cultureclub/">http://www.nclrc.org/cultureclub/</a>
Jim Becker's World Language Links	<a href="http://www.uni.edu/becker/index.html">http://www.uni.edu/becker/index.html</a>
International Children's Library	<a href="http://en.childrenslibrary.org">http://en.childrenslibrary.org</a>
Bookbox - Children's Books	<a href="http://www.bookbox.com">http://www.bookbox.com</a>
Newseum Front Pages	<a href="http://www.newseum.org/todaysfrontpages/default">http://www.newseum.org/todaysfrontpages/default</a>
Thematic Unit Materials in Several Languages	<a href="http://miscositas.com">http://miscositas.com</a>
Culturally Authentic Images	<a href="http://capl.washjeff.edu">http://capl.washjeff.edu</a>
Lyrics Trainings - Songs in Different Languages	<a href="http://www.lyricstraining.com">http://www.lyricstraining.com</a>

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## <http://www.pinterest.com/lterrillindy/>



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## huffingtonpost.com

» Luis Suarez a par ailleurs énormément fait réagir sur Twitter après sa morsure à l'épaule sur Giorgio Chiellini



A la 70e minute, Suarez a mordu le stoppeur italien, qui a ensuite montré la petite entaille en tirant sur son maillot. Ce geste pourrait valoir des problèmes à l'attaquant de Liverpool si la commission de discipline de la Fifa se saisit de ce cas en visionnant les images.

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## http://1jour1actu.com



L'ACTU DU JOUR



PLANÈTE 9 juin 2012

Le mot du jour : cacao

Bientôt la fin du chocolat ?



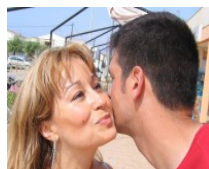
Sur cette photo, tu peux voir un employé récolter les cabosses d'un cacaoyer, à Divo, en Côte d'Ivoire, en octobre 2010. C'est dans ces cabosses que l'on trouve les fèves de cacao. Et c'est à partir de ces fèves que l'on fabrique le cacao. (© AFP Photo/Sia Kambou)

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## Interpersonal Mode

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Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



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## Interpersonal Communication....

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is not	is
one-way communication	two-way exchange.
memorized (skits, dialogues).	spontaneous and unpredictable.
only asking all the questions.	helping each other.
strict turn taking.	following up and reacting; maintaining the conversation
ignoring your partner; waiting to say something.	indicating interest; interactive body language; eye contact.
overly concerned about accuracy.	focused on the message.
giving up when you don't understand.	Asking for clarification if communication fails/falters.

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## Communicatively Purposeful?

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More Traditional Activity	Communicatively Purposeful....
Find out which classes you have in common	Find out who has the busiest day this week
Describe your ... to your partner	Find out how compatible you and your partner are in the area of ...
Provide a summary of a story or article	Work with your partner to retell story or summarize an article
Present a work of art to the class	Go on a gallery walk (art on classroom walls) with a partner to decide on a work of art for your city's museum to purchase
Give five reasons for taking a trip to ...	Identify ways that you and your partner could provide service on a trip to address a global issue

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## Asking Questions

10



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## Raise the proficiency level

11

Create a sentence that combines the ideas in both images.



1. but
2. not
3. never
4. and
5. because
6. then
7. always



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## Raise the proficiency level

12

Create a sentence that combines the ideas in both images.



1. but
2. not
3. never
4. and
5. because
6. then
7. always

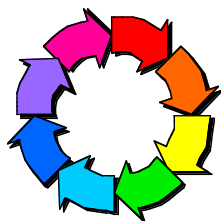


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## Raise the proficiency level.....

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1. I wanted to...
2. I felt bad when...
3. I would have..., but...
4. I was glad that...
5. My parents insisted...
6. I was annoyed...
7. I didn't get to...

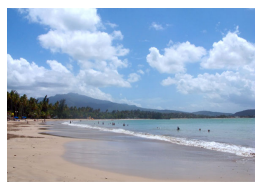


Find out what your partner did last night.  
Ask a follow-up question to get more details.

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## Have a conversation about these pictures.

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## Do you want to .....?

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Yes, I want to explore the cave.

No, It's too hot. I want to go to the beach.



explore a cave



zipline



play in the waterfall



swim at the beach

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snorkel



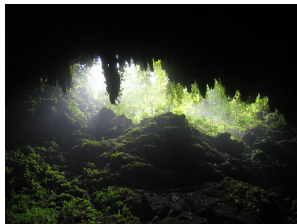
hike in the rainforest

## Do you want to .....?

16

Yes, I want to explore the cave.

No, It's too hot. I want to go to the beach.



swim at the beach

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snorkel



hike in the rainforest



Do you want to .....? Yes, I want to explore the cave.  
No, It's too hot. I want to go to the beach.

17



explore a cave



zipline



play in the waterfall



swim at the beach



snorkel

hike in  
the rainforest

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Do you want to.....? I want/don't want...

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- Do you like to (activity) in summer or winter?
- What do you prefer to do?
- What is the weather like when you (activity)?
- Are you good at (activity)? Why or why not?
- How often do you (activity)?
- Where do you (activity)?

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## Discuss your vacation plans with your partner.

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## Brainstorming

words related to activities/making plans

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### LA BESTIA

Esta excursión es diferente a todas las otras. En esta, ubican a la persona dentro de un arnés o coraza humana enorme, mientras uno se recuesta para que se conecten las cuerdas a la espalda. Así que vuelas por el aire como un pájaro. (Superman o Ironman). Me parece que éste es el único en su clase que se practica en Puerto Rico.

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## Brainstorming

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Procedure:

- 1 minute to generate an individual list
- 1 minute to share list with a partner. Each person adds new words to the list.
- Group students into group of 4, share and add.
- Go around the room calling out one word per group until all groups are out of words. Teacher records all words on something that can be displayed.
- Students pair - must create mini dialogue that seems appropriate to the situation, no notes but may look at displayed words. Set time limit appropriate for level.
- Students pair differently - same mini dialogue, list is not visible.

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## Develop the Role Play

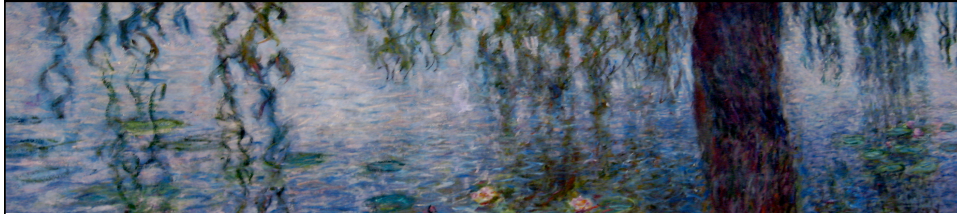
22



Make plans for your time in Puerto Rico.

- Discuss what you would do each day; consider the weather.
- Comment on what teenagers in Puerto Rico like to do.
- Discuss something you really want to do and something that isn't of great interest.
- Justify why you don't want to do something.

Laura Terrill, ACTFL ISD 622, 2014



Laura Terrill  
World Language / ELL Consultant  
Email: [lterrill@gmail.com](mailto:lterrill@gmail.com)  
Wiki: [lauraterrill.wikispaces.com](http://lauraterrill.wikispaces.com)  
[lterrillisd622.wikispaces.com](http://lterrillisd622.wikispaces.com)

**The Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design**  
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